

Texas Education Agency
Standard Application System (SAS)



COPY

| 2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1 | | |
|--|--|---|
| Program authority: | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act | FOR TEA USE ONLY <small>Write NOGA ID here:</small> |
| Grant Period | August 1, 2016, to July 31, 2017 | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Place date stamp here. MAR 29 PM 12:10 </div> |
| Application deadline: | 5:00 p.m. Central Time, March 29, 2016 | |
| Submittal information: | Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div> | |
| Contact information: | 21stCentury@tea.texas.gov | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|-------------------|-------------------|-------------|---------------------|
| Organization name | County-District # | Amendment # | |
| San Antonio ISD | 015907 | | |
| Vendor ID # | ESC Region # | DUNS # | |
| 74-6002167 | 20 | 069451631 | |
| Mailing address | | City | State ZIP Code |
| 141 Lavaca Street | | San Antonio | TX 78210 |

Primary Contact

| | | | |
|--------------|-------------------|-----------|-----------------------|
| First name | M.I. | Last name | Title |
| Matthew | | Weber | Deputy Superintendent |
| Telephone # | Email address | | FAX # |
| 210-554-2584 | Mweber1@saisd.net | | 210-226-6373 |

Secondary Contact

| | | | |
|--------------|----------------------|-----------|---------------------------------|
| First name | M.I. | Last name | Title |
| John | | Strelchun | Director- Grants Administration |
| Telephone # | Email address | | FAX # |
| 210-554-2535 | jstrelchun@saisd.net | | |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|-------------------|-----------|-----------------------|
| First name | M.I. | Last name | Title |
| Matthew | | Weber | Deputy Superintendent |
| Telephone # | Email address | | FAX # |
| 210-554-2584 | Mweber1@saisd.net | | |
| Signature (blue ink preferred) | | | Date signed |

3-28-16
Only the legally responsible party may sign this application.

701-16-102-108

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|---|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grant* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 19 | Private Nonprofit School Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 21 | Program Information Addendum | <input checked="" type="checkbox"/> | N/A |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|----|---|---|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details) |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1. | Written Agreements | Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that the program will take place in a safe and accessible facility. |
| 4. | The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend. |
| 5. | The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students. |
| 6. | The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application. |
| 7. | The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment. |
| 8. | The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District (SAISD) is a large, urban school district serving approximately 53,000 students in San Antonio, Texas. SAISD is the oldest Local Education Agency in San Antonio, Texas and covers 79 square miles and 91 campuses. SAISD has a predominantly low income, minority majority population and some of the highest poverty rates in San Antonio. SAISD families struggle with persistent challenges related to limited educational attainment (more than one-third of adults did not complete high school), teen pregnancy rates that are 2-4 times the national average, and unemployment, poverty and crime rates that are consistently among the highest in San Antonio. The cascading effects contribute to very low four-year graduation rates, pass rates on standardized tests that are far below the most affluent local district (Alamo Heights ISD) and two of the lowest college readiness profiles in San Antonio (Texas Education Agency, AEIS). Despite what might be considered significant barriers to achievement, administrators, faculty and staff agree that poverty is not destiny in education. SAISD students and their families have enthusiastically embraced efforts to create increased student achievement and even though most of our students struggle to become ready for college, 70% persist because they believe their parents, their self-acknowledged strongest influence, want them to attain a Bachelor's or Graduate Degree. SAISD experiences more push and pull influences than their peers in other San Antonio districts and appear to succumb to these influences at earlier ages. SAISD report challenges with the transition from 8th to 9th grade and grade retention appears to be partially causative, with overage students being a major dropout subgroup.

SAISD plans to implement a 2016–2017 Texas 21st Century Community Learning Centers (CCLC), Cycle 9 grant at 8 campuses: Sam Houston HS, Page MS, Bonham Academy, Pershing ES, Lamar Academy, Rhodes MS, Rodriguez ES, and Hawthorne Academy. The campuses are situated throughout the District including two which are located in federally designated *Promise Zones*, Sam Houston HS and Pershing ES. The program, titled SAISD Afterschool Centers on Education (SAISD ACE), will serve children from grades K-12 and their parents. SAISD is projecting that 1,148 students will participate in afterschool activities and approximately 457 parents will participate in ACE programs. Each center will offer a minimum of 12 hours a week of out-of-school programming over five meetings for 39 weeks per year including the summer.

The SAISD ACE program design is aligned strongly with the purpose of the 21st CCLC Grant program in that it “will provide academic enrichment opportunities for children....who attend high need, high-poverty, and low-performing schools...” The percentage of students from economically disadvantaged backgrounds at these campuses is 91% and 68% of students are designated as “at-risk”. Children who are not supervised by adults during their out-of-school time are at significantly greater risk of truancy from school, stress, earning poor grades, risk-taking behavior, and substance abuse (National Institute on Out-of-School Time). Using the Cycle 9 ACE PRIME Blueprint as a guide, the program design and associated project activities corresponds to existing campus needs identified in the Comprehensive and Community Needs Assessment conducted prior to the submission of the grant. With a strong focus on improving academic performance, increasing school attendance, improving student behavior, improving promotion rates, and improving graduation rates this grant program will provide additional high-quality extended learning opportunities outside the regular school day to students in need of academic assistance.

The SAISD ACE program will supplement and reinforce activities which have shown great success in SAISD. Specifically it will enhance and provide support to afterschool programming, enrichment activities, and family engagement. Since 2008, the City of San Antonio Department of Human Services (DHS) has contracted with SAISD to provide the Afterschool Challenge Program. Accordingly, the District sub-contracts with experts in youth programming such as the YMCA of Greater San Antonio, Boys and Girls Club of San Antonio, and Greater San Antonio All-Stars to deliver afterschool programming to students. The program exists to provide a safe and supportive environment for students and continued development opportunities during after-school hours.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Students who participate in the program receive homework and academic assistance, in all subject areas and have opportunities to enhance their social awareness skills and physical skills.

A 21st CCLC grant will provide the resources needed to better align the regular school day with afterschool activities which was a need identified in the Community Needs Assessment. The SAISD ACE Team consisting of the Project Director, Site Coordinators, and Family Engagement Specialist will be the drivers for school alignment. The team will participate in monthly Professional Learning Communities at each campus to facilitate communication between school and afterschool staff, the ACE Family Engagement Specialist will work closely with campus Parent Family Liaisons to foster greater parent/family engagement and reduce discipline/ attendance referrals; the Project Director will communicate with District leadership and address any obstacles to successful implementation. Finally, the 21st Century grant will provide the supplies and materials needed to implement more engaging, interesting afterschool activities.

The resources provided by the grant are vital to the success of the program. SAISD knows what is needed to take afterschool programming to the next level. The Site Coordinators are a value-added component who will work diligently to provide better alignment with the regular school day and increase the quality of afterschool instruction. They will facilitate professional development to ensure adequate staff development is available to help afterschool professionals achieve what is expected of SAISD ACE program. Additionally, the SAISD ACE program will provide funds needed to supplement afterschool enrichment activities. SAISD has successfully implemented Informal Learning Clubs in partnership with the University of Texas – San Antonio's (UTSA) Academy for Teacher Excellence. These informal clubs consist of a Robotics Club, a bilingual/ biliteracy technology program titled La Clase Magica, and an Ethnomathematics Nepohualtitzin club that focuses on introducing mathematical content through a historical perspective. These clubs have been successful in generating student interest and increasing academic achievement but they require materials which are beyond the current afterschool programming budget. Funds will also be used to purchase materials needed for physical activity programming and project-based learning.

All 21st Century activities and services were modeled after evidence based practices and contemporary research findings. Each project component addresses identified barriers to success for SAISD students. We have applied Validation Theory in developing student engagement strategies. Validation Theory strongly endorses relationship building as a means of increasing student success. The Graduation Rates Outcomes Study concludes that, "student success is more a product of an overarching shared culture than it is the result of a more narrowly conceived deliberate 'retention' or 'graduation' effort" (Hanson, 2006). . Since students who feel connected to their surroundings -- through relationships with classmates or teachers -- are more likely to persist (Astin, 1984; Rendon, 1994), this approach will address all of our overarching goals and objectives.

It is an exciting time in SAISD; the Superintendent has recently released the SAISD Blueprint for Excellence: Target 2020 which is the cohesive educational plan designed to prepare students for success from the moment they enter SAISD schools in pre-kindergarten all the way through high school graduation. The plan has established 10 measurable goals to be achieved by 2020 including: increased performance/ growth in reading and math, increasing the passing rate of prior year failers, and increasing the percent of campuses rated high performing under state accountability standards. The SAISD ACE is crucial to achieving these goals and it has the support from the highest levels of District leadership as evidenced by the Letter of Sustainability provided by the SAISD Board of Trustees. SAISD is confident in its ACE program design and its ability to make a lasting, powerful impact for its students and families.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

| | |
|---|---|
| County-district number or vendor ID: 015907 | Amendment # (for amendments only): |
| Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB | |
| Grant period: August 1, 2016, to July 31, 2017 | Fund code/shared services arrangement code: 265/352 |

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|--------------|--|--------------------------|--------------|---|------------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$750,657 | \$0 | \$750,657 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$869,848 | \$0 | \$869,848 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$95,000 | \$0 | \$95,000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$43,750 | \$0 | \$43,750 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0 | \$0 | \$0 |
| | Consolidate Administrative Funds | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |

| | | | |
|---|--------------------|-----------------|--------------------|
| Total direct costs: | \$1,759,255 | \$0 | \$1,759,255 |
| 2.274% indirect costs (see note): | N/A | \$40,005 | \$40,005 |
| Grand total of budgeted costs (add all entries in each column): | \$1,759,255 | \$40,005 | \$1,799,260 |

Shared Services Arrangement

| | | | | |
|------|---|-----|-----|-----|
| 6493 | Payments to member districts of shared services arrangements | \$0 | \$0 | \$0 |
|------|---|-----|-----|-----|

Administrative Cost Calculation

| | |
|--|-------------|
| Enter the total grant amount requested: | \$1,799,260 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. | \$89,963 |
| This is the maximum amount allowable for administrative costs, including indirect costs: | |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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| | |
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Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: 015907 | | Amendment # (for amendments only): | |
|---|--|---|--------------------------|
| Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| Academic/Instructional | | | |
| 1 Teacher | | | \$ |
| 2 Educational aide | | | \$ |
| 3 Tutor | | | \$ |
| Program Management and Administration | | | |
| 4 Project director (required) | 1 | | \$70,620 |
| 5 Site coordinator (required) | 8 | | \$471,680 |
| 6 Family engagement specialist (required) | 1 | | \$58,960 |
| 7 Secretary/administrative assistant | | | \$ |
| 8 Data entry clerk | | | \$ |
| 9 Grant accountant/bookkeeper | | | \$ |
| 10 Evaluator/evaluation specialist | | | \$ |
| Auxiliary | | | |
| 11 Counselor | | | \$ |
| 12 Social worker | | | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | |
| 13 ESC specialist/consultant | | | \$ |
| 14 ESC coordinator/manager/supervisor | | | \$ |
| 15 ESC support staff | | | \$ |
| 16 ESC other | | | \$ |
| 17 ESC other | | | \$ |
| 18 ESC other | | | \$ |
| Other Employee Positions | | | |
| 19 Title | | | \$ |
| 20 Title | | | \$ |
| 21 Title | | | \$ |
| 22 | Subtotal employee costs: | | \$601,260 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | |
| 23 6112 Substitute pay | | | \$0 |
| 24 6119 Professional staff extra-duty pay | | | \$0 |
| 25 6121 Support staff extra-duty pay | | | \$0 |
| 26 6140 Employee benefits | | | \$149,397 |
| 27 61XX Tuition remission (IHEs only) | | | \$0 |
| 28 | Subtotal substitute, extra-duty, benefits costs | | \$149,397 |
| 29 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | \$750,657 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

| | | |
|--|--|------------------------------------|
| County-district number or vendor ID: 015907 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$0 |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Out of School Time Providers – Staff SAISD ACE program and deliver supplemental academic and enrichment activities. | \$733,600 |
| 2 | Iplay Program – Teach students about healthy lifestyles, physical activity, and nutrition. | \$46,550 |
| 3 | Independent Evaluator – evaluate program activities, assist data collection, and program monitoring. | \$19,000 |
| 4 | UTSA – Deliver Informal Learning Clubs including professional development and associated materials. | \$40,698 |
| 5 | Professional Development for Digital Music Production – Work with Sam Houston staff in coordinating Digital Music enrichment activities. | \$30,000 |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$869,848 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$0 |
| (Sum of lines a, b, and c) Grand total | | \$869,848 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

| | | |
|---|---|---|
| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$95,000 |
| Grand total: | | \$95,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| | |
|---|----------------------|
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| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$42,400 |
| 6412 | Travel for students to conferences (does not include field trips). Requires authorization in writing. | \$ |
| | Specify purpose: | |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines. | \$ |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ |
| | Remaining 6400—Other operating costs that do not require specific approval: | \$1,350 |
| Grand total: | | \$43,750 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): | | |
|---|-------------------------|---|-----------|-----------------------|
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | 4,814 | |
|----------------------------------|--------|------------|--|------------|
| Category | Number | Percentage | Category | Percentage |
| African American | 559 | 9% | Attendance rate | DNA |
| Hispanic | 3,846 | 86.4% | Annual dropout rate (Gr 9-12) | 4% |
| White | 125 | 3.2% | Students taking the ACT and/or SAT | 68.8% |
| Asian | 31 | .8% | Average SAT score (number value, not a percentage) | 1085 |
| Economically disadvantaged | 4,090 | 89% | Average ACT score (number value, not a percentage) | 14.9 |
| Limited English proficient (LEP) | DNA | 19.1% | Students classified as "at risk" per Texas Education Code §29.081(d) | 71% |
| Disciplinary placements | DNA | DNA | | |

Comments

Annual dropout rate, students taking ACT and/or SAT, Average SAT score, Average ACT score includes data from Sam Houston HS only. Information is from 2014-2015 Texas Academic Performance Report.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|--------------------|--------|------------|---------------------------------|----------|------------|
| African American | 36.8 | 10.3% | No degree | 0 | 0% |
| Hispanic | 168.5 | 61.7% | Bachelor's degree | 195.8 | 69% |
| White | 74.5 | 25.2% | Master's degree | 89 | 30.6% |
| Asian | 1 | .4% | Doctorate | 2 | .4% |
| 1-5 years exp. | 99.6 | 33.4% | Avg. salary, 1-5 years exp. | \$50,500 | N/A |
| 6-10 years exp. | 67.2 | 23.4% | Avg. salary, 6-10 years exp. | \$52,000 | N/A |
| 11-20 years exp. | 59 | 20.1% | Avg. salary, 11-20 years exp. | \$53,250 | N/A |
| Over 20 years exp. | 40.2 | 16% | Avg. salary, over 20 years exp. | \$55,500 | N/A |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|-------|
| Public | 00 | 129 | 107 | 116 | 121 | 116 | 111 | 89 | 87 | 72 | 50 | 50 | 50 | 50 | 1,148 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | 0 | 129 | 107 | 116 | 121 | 116 | 111 | 89 | 87 | 72 | 50 | 50 | 50 | 50 | 1,148 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Comprehensive Needs Assessment (CNA), conducted annually by every SAISD campus, is the driving force that most impacts the development of the district and campus improvement plans, the district and campus parental involvement policies, and the school-parent compact. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the Texas Accountability Intervention System (TAIS) Targeted School Improvement Plan, identifying educational strengths and areas of need and revealing future priorities and areas of focus.

The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the TAIS School Improvement Plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan. SAISD's standardized CNA process consists of four stages, described below:

Stage I: Planning (New CNA) - Before the CNA begins, campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the following focus areas: demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology. Each committee receives data, information and reports relevant to their charge, as follows.

Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.

Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage IV: CNA Completed. SAISD's CNA process prioritizes the TAIS Critical Success Factors.

The ultimate aim of the CNA is to increase student performance. Accordingly, multiple needs and aligning project activities are prioritized according to which ones make the greatest impact on achieving the goal of improving student performance. Needs shared among all participating campuses include: the need for increasing Math and Reading scores, attendance, behavior, after-school care, and alignment with the regular school day. The program design focuses on providing increased tutoring to help students academically, provides interesting activities which entice students to stay in the program, and increases family engagement to improve behavior. The increased attention to aligning the school day with afterschool activities will ensure this an extension of the school day and not a separate school activity operating separately from the campus. The Project Director, Site Coordinator, and campus principal will work cohesively to provide and exemplary program addressing the needs outlined in their Comprehensive Needs Assessment.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|------------------------------|---|
| 1. | Improve Academic Performance | 1. Support students reading below grade level; monitor improvement through on-line assessments; share results with classroom teachers to align subsequent in and out of school instruction. 2. Increase family engagement and support parental involvement in their children's education by providing on-site, peer-delivered resources; document improvement in student academic performance vis-a-vis family engagement. 3. Provide grade-appropriate tutoring and after-school enrichment. |
| 2. | Improve Attendance | 1. Employ family-to-family engagement activities to build support for school attendance and identify and resolve barriers to attendance. 2. Provide appealing enrichment activities for students based on their interests. |
| 3. | Improve Behavior | 1. Target and recruit students who exhibit poor school day behavior. 2. Increase family engagement and support parental involvement in their children's education by providing on-site, peer-delivered resources; document improvement in student academic performance vis-a-vis family engagement. |
| 4. | Improve Promotion Rates | 1. Improve student reading to at or above grade level, strengthening the core of all academic performance. 2. Use data produced by on-going assessments and continuous communication with classroom teachers to identify and respond to student academic needs. 3. Ensure afterschool time reinforces and aligns with in school learning goals to maximize positive impact. 4. Individualize ACE activities and modify in response to student academic strengths and needs. |
| 5. | Improve Graduation Rates | 1. Ensure all students remain on grade level and prepared for high school success and graduation. 2. Provide continuous professional development to ACE staff to ensure they are knowledgeable of and can apply evidence-based practices in teaching and learning. 3. Align ACE activities with high school and college entry requirements to promote graduation and post-secondary enrollment. |

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|------------------------------|--|
| 1. | Project Director | Must have: 3+ years of experience implementing and managing ACE/similar program; experience using student assessment data to plan, budgeting experience; experience managing a staff team; Bachelor's degree in Education (Master's preferred) |
| 2. | Site Coordinator(s) | Must have: 2+ years of experience planning, implementing ACE/similar program; experience with data-based planning; a Bachelor's degree in Education (Master's preferred). |
| 3. | Family Engagement Specialist | Min: Associate in Education or related field or equivalent training, strong communication & interpersonal skills, familiar with the community & support agencies, must be adaptable to meet the needs of the families; work flexible hours to work in evening. |
| 4. | Evaluator | Must have: 10 years formal training in research/evaluation; experience evaluating similar educational activities; content knowledge; strong data collection and analysis and communication skills; cultural sensitivity; compatible evaluation philosophy; able to serve as a key team member. |
| 5. | Other: Teachers | Must have experience and certification (Texas) teaching one or more core subjects; a Bachelor's degree in Education or core discipline. Bilingual in English-Spanish preferred. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | Improve Academic Performance Especially in ELAR & Mathematics | 1. Initial selection of most in-need students & recruit | 08/01/2016 | 09/30/2016 |
| | | 2. Purposeful recruitment parent contacts | 08/01/2016 | 09/30/2016 |
| | | 3. Coordinated curriculum development between school day & after school | 08/01/2016 | 06/05/2017 |
| | | 4. Decide critical academic needs by subject/grade | 08/01/2016 | 06/05/2017 |
| | | 5. Provide PD on hands-on engagement | 08/01/2016 | 09/30/2016 |
| 2. | Improve School Day Attendance on All Campuses | 1. Target students who exhibit chronic absenteeism, purposeful parent contact & recruit | 08/01/2016 | 09/30/2016 |
| | | 2. Monthly monitor school day attendance & recruit students who have missed 5+ days a semester | 10/01/2016 | 06/05/2017 |
| | | 3. Utilize Student/Parent Voice & Choice to increase attendance | 09/06/2016 | 06/05/2017 |
| 3. | Reduce Discipline Referrals & Increase Positive Behavior | 1. Target students who exhibit poor school day behavior & purposeful parent contacts & recruit | 08/01/2016 | 09/30/2016 |
| | | 2. Obtain signed parents & students behavior compacts | 08/01/2016 | 09/30/2016 |
| | | 3. Monthly monitor behavior referrals; recruit students as needed | 10/01/2016 | 06/05/2017 |
| 4. | Improve Promotion Rates | 1. Target students in danger of not being promoted; hold parent contact & recruit | 08/01/2016 | 09/30/2016 |
| | | 2. Monthly monitor behavior referrals: recruit students as needed | 10/01/2016 | 06/05/2017 |
| 5. | Improve Graduation Rate | 1. Target students in danger of not graduating on-time; purposeful parent contacts & recruit | 08/01/2016 | 09/30/2016 |
| | | 2. Monitor assessments: recruit students as needed | 10/01/2016 | 06/05/2017 |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)**For TEA Use Only**

| | |
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| | |
|--|------------------------------------|
| County-district number or vendor ID: 015907 | Amendment # (for amendments only): |
| <p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Effective management will require clear routines and procedures followed up by regular monitoring, quality assurance and feedback loops that disseminate results to all team members. The Project Director with the evaluators will develop implementation plans and timelines and will share the structure with the team members and all partners. Linking project goals with all staff assignments will ensure efficient procedures and will motivate staff by highlighting purposes and outcomes. Technology will facilitate regular communication among team members in different locations. Face-to-face interaction, i.e., weekly staff meetings, will be used in the early stages of project development; thereafter, plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Conference calls, frequent email, and technology-facilitated file sharing will support information flow. Meetings will be run efficiently through use of standard meeting management techniques and the American Productivity and Quality Center (APQC) methodology. Each meeting will have specific goals and will be driven by an agenda based on APQC. The project team also will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. The evaluators will conduct data reviews each month with project staff. As part of Total Quality Management (TQM) process, a detailed implementation plan for the entire length of the project will be developed during the first month of operation. A Rapid Start-Up process (APQC) will insure that all staff is ready to begin operations on day one. The ACE project director and site coordinator will complete quarterly reviews of the project's goals and outcomes framed by the ACE Goals, Objectives, Milestones and Timelines. SAISD currently uses Amplifund, an online Grant Management System, to store all grant-related information in a centralized hub for enhanced communication and efficiency. Amplifund is fully customizable to each grant's specific performance measures and automates the management of the grant lifecycle. AmpliFund helps ensure compliance creates internal status reports to evaluate program effectiveness. The Ace project director will update Amplifund bi-weekly with monitoring reports which will include notes made during twice monthly site visits to each Center.</p> <p>In addition to monitoring goal achievement, the following will be completed as part of the standard continuous improvement process: (a) Programming and activities at each center will be reviewed monthly by the project director, site coordinators, evaluator and compared to assessments of student progress to identify areas needing improvement, (b) Performance goals for regularly attending students will be evaluated every month by the project director, site coordinators, evaluators, and compared to attendance records and school achievement to identify needed supportive modifications, (c) Data entry and security processes will be reviewed during annual ACE staff training and will be monitored continuously by project director and evaluators, (d) Staff performance evaluations will be completed by the project director on the 12 month anniversary of employment and annually thereafter and evaluations will include identified training needs over and above mandatory ACE training, (e) Spending and progress toward budget will be evaluated by the project director and district fiscal staff every month. All of the above activities will be documented and results will be shared with TEA within stipulated timeframes. The project director with the assistance of the SAISD Grants Development & Administration Department will lead staff in completing any required TEA reporting. Finally, the systems and processes listed above will ensure adjustments to the program are data-driven and proactive. SAISD understands communication plays a key role in the success of any program and serves as the foundation for continuous improvement. Accordingly, the SAISD ACE program staff will facilitate two-way communication between parents/ staff and management. Actively soliciting input from parents/ staff will help tailor the programs to meet the specific needs of the students. Communication from management to parents/ staff will illustrate that management supports and values the program. Specific vehicles of communication will include updates to the SAISD website and each respective campus' website, social media, newsletters, and face-to-face interaction with parents and staff.</p> | |

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--|--|--|
| 1. | Quantitative Data from Project staff/daily input of data. Daily student summaries | 1. | Increased student attendance at after school programming (input logs) |
| | | 2. | Increased student engagement during after school activities (teacher logs) |
| | | 3. | Increased student attendance/engagement in 3 or more after activities |
| 2. | Quantitative analysis of benchmarks & academic outcomes (state comparison group) analysis of student data. | 1. | Increase student achievement in math (+5%) compared to state group |
| | | 2. | Increase student achievement (+5%) in reading compared to state group |
| | | 3. | Overall student office discipline referrals drop by 5% each year. Overall student attendance increases significantly each year |
| 3. | Analysis of Program Environment using 4 benchmarks (safety/health/physical space/positive relationships) | 1. | Students respond positively to safety, health issues (survey) |
| | | 2. | Students respond positively to the development of positive relationships |
| | | 3. | Program uses a variety of instructional methods and strategies reflecting current research |
| 4. | Analysis of Family Involvement and Community Partnerships | 1. | Parents respond positively to programmatic efforts (yearly survey) |
| | | 2. | Community Partners respond positively to programmatic efforts (survey) |
| | | 3. | Parent Focus Group identifies 4 structures to good afterschool programs |
| 5. | Analysis of Implementation (Quality Benchmark Rating System, Huang et al) | 1. | Activities are appropriate (age, abilities, learning styles) |
| | | 2. | Activities aligned with student interests |
| | | 3. | Activities meet social, emotional needs of students |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project evaluator will work closely with the SAISD ACE staff to ensure that all necessary data is being collected in a timely manner and will provide ongoing feedback and continuous feedback. Monthly meetings will be held with the evaluators and project staff to review assessments and other identified markers that will be used in: continuous feedback to the project; assistance to the project staff in making any program changes; use of descriptive, qualitative and quantitative data for both formative and summative data analysis. In addition, a critical part of the evaluation will be assessment of the degree to which the various supportive measures and after school activities reach the targeted groups they are designed to help, how well they are implemented with respect to their design and adherence to the Logic Model, and important changes occurring with individual students during implementation. Individual student research questions will include: Are there greater numbers of students experiencing improvement; Are there greater % of students experiencing improvement; and are there greater amounts of improvements by students in general? Metrics that will be used (not all inclusive): grade analysis; school attendance; school discipline referral; course completion analysis; and achievement test scores. If provided with assistance from TX 21st Century will use a comparison group for program impact. Evaluators will submit all required reports to TEA in a timely manner.

Using just-in-time quantitative data from the project, data identifying important contextual conditions, and factors influencing these patterns, will also be collected, as the evaluation will inform the project about where adjustments are needed to improve the overall efficiency and impact of service. Data for evaluating the quality of services, impact of services, and exploring alternative methods of implementation will be collected through online surveys of clients, site visits and samples of participants in the activities. Data on a representative sample of teachers will be analyzed to determine the impact of the methodology. Working with the management team, the evaluator will assist in providing clear focus and agreement on what is to be accomplished, what is the outcome-based measure and that they are in agreement with the needs and expectations of the district. Once the project is funded, a detailed data chart will be prepared for each outcome, working with and through the project team. In addition the Logic Model will be detailed to align with all data collection and any additional data collection that might come up during implementation of the initiative. Project data will be made available to SAISD staff continuously and formal reporting to staff will take place quarterly.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD ACE program activities will improve reading and math skills, align the regular school day with the afterschool program, and provide staff and materials needed to provide enrichment activities. SAISD will contract with Out-of-School Time providers to provide academic support and enrichment activities.

Specific project activities include:

Digital Music Production – Sam Houston High School will use Digital Music Production enrichment activities to address poor student attendance and improve graduation rates.

Arts-Enrichment Activities –SAISD ACE program will contract with local artists to provide arts-enrichment activities.

Physical Activity – Students will engage in vigorous exercise through the integration of iPlay, an innovative afterschool program that ignites the love of sport in 3rd through 6th graders

Informal Learning Clubs – The University of Texas – San Antonio (UTSA) through its Academy for Teacher Excellence will provide the following Informal Learning Clubs: La Clase Magica, an afterschool bilingual technology program; Robotics Club, a program which exposes students to science, technology, and mathematics in an effort to promote future participation in STEM fields; Nepohualtitzin Club, a unique club that focuses on introducing mathematical content through a historical perspective.

Professional Development – The SAISD ACE program will provide adequate staff development to help afterschool professionals deliver a high-quality afterschool program.

Travel – Teachers and staff will attend nationally recognized, TEA-approved conferences on afterschool programming.

Teachers – The SAISD ACE will provide funds to staff the sites with certified teachers in order to better align the school day.

Since the project is housed on campus, there is no need to bus students to the center. Once the program concludes at the end of the day, students will be picked up by their family. Finally each campus will embrace the philosophy that families are the most important teachers in the students' lives. Accordingly, each campus will work to showcase student activities to parents and invite parents to participate in activities. These activities have been shown to greatly impact student achievement, particularly among high-poverty demographics whose families often do not have the resources to supplement their child's learning.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD will use a multi-faceted approach to disseminating information regarding the community learning centers. Pamphlets, brochures, and newsletters will provide information regarding the project's location, hours, goals and enrollment availability. All written materials will be produced in both English and Spanish. Each flier will include a phone number from which parents or families can obtain additional information. Additionally, SAISD will utilize Social Media 2.0 including Facebook and Twitter to provide up-to-date information regarding the project. Each campus' website will post learning center information.

The Project Director, with support from the Site Coordinators and the Family Engagement Specialist, will make at least monthly outreach and communication contacts with parents, the neighboring community and key stakeholders, e.g., foundations, businesses, libraries and literacy centers, health care providers.

Finally, the best source of information is often "word of mouth", to this end, the Project Director and Site Coordinators will regularly communicate with principals, school day staff, school board members, community providers, and parents to keep them informed with consistent, uniform communication.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planned activities have been based on needs assessments conducted on each campus & student performance data. The 8 campuses participating in the project have high "at-risk" population, a demographic which historically has benefited from out-of-school learning time. Students will receive targeted, supplemental instruction due to a strong alignment between the regular school day and afterschool activities. SAISD ACE staff will customize academic interventions in correspondence to the verified needs of each school's students through the analysis of student data and communication with teachers. Students who continue to struggle with math and reading will receive intensive tutoring until acceptable performance is achieved as evidence through curriculum-based assessments. The supplemental enrichment activities are all researched based and have been shown to make a positive impact in academic achievement and student growth. Additionally, students will be given time to explore their interests through enrichment activities that promote learning through fun. Finally, academic achievement fostered during the regular academic year will be retained and accelerated through six weeks of summer programming.

The SAISD ACE program will provide students with skills that are needed to make them successful in their educational endeavors. Paramount to this success is the involvement of the parents who are, at a minimum, in need of learning basic skills. Thus, the SAISD ACE program will promote parent engagement by providing parents with resources which will aid them in assisting their child complete homework assignments. Providing parents with these resources is vital to student achievement as illustrated by the Harvard Family Research Project which states, "homework can be a powerful tool for (a) letting parents and other adults know what the child is learning, (b) giving children and parents a reason to talk about what's going on at school, and (c) giving teachers an opportunity to hear from parents about children's learning." Additionally, the SAISD ACE program will actively give parents a "voice and choice" in determining which enrichment activities are offered as the program progresses.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD strives to coordinate as many complementing activities to all grant projects. Ideally, grant implementation enhances and supplements existing programs so there is a maximum impact for students. The SAISD ACE program will align with and enhance several programs currently in place.

Most importantly, SAISD operates the Afterschool Challenge Program, funded by the City of San Antonio, which provides afterschool activities to students. While the project has seen success providing structured homework help for students, there is a misalignment with the regular school-day due to lack of staff. The SAISD ACE Project Director and Site Coordinator will provide the human capital needed to align the regular school day with after-school enrichment. Co-enrollment in both the 21st Century and Afterschool Challenge program will provide students with an intensive, academically focused afterschool program above and beyond what would normally be available. The complete integration of ACE and Afterschool Challenge after TEA funding expires is a primary avenue for sustaining the new initiative.

Additionally, the SAISD Parent & Family Engagement Department has a positive record in providing a solid foundation of experience and evidence-based practices from which the ACE Family Engagement Liaison can build. Title 1 funds provide funding for a Parent and Family Engagement Liaison (PFL) at every campus. These PFLs are tasked with fostering parental and community engagement within their campuses. The ACE Family Engagement Liaison will work closely with the PFLs at each campus to provide lessons on parental homework help, enrollment in adult GED/ESL classes, and parenting classes.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE program will meet the 21st Century measures of effectiveness by using an objective set of measures to design high quality academic and enrichment opportunities, use evidence-based research that supports program design, and use data to drive program assessment and evaluation.

1.) Enrichment is defined as learning opportunities and activities that engage students in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging academic and life success. SAISD ACE's enrichment activities are based on the needs assessment conducted prior to the development of grant and are related to addressing the needs designated in the Management Plan - Part 2: Milestones and Timeline: Improve Academic Performance Especially in ELAR & Mathematics, Improve School Day Attendance on All Campuses, Reduce Discipline Referrals & Increase Positive Behavior, Improve Promotion Rate, Improve Graduation Rate. All activities must be linked to academic standards and are creative, exciting, fun, engaging, relevant, active, and supplemental to the regular school day. The enrichment activities will grip student attention, awaken imagination, and inspire the desire for broader learning. Afterschool time will adhere to three major purposes: **Clarity of purpose**, whereby the activities are clearly designed to achieve explicit objectives and the instructors clearly state the learning objectives and then lead students through a variety of learning activities related to those objectives. **Intentional use of time**, whereby routines are worked into activities so little time is wasted when students begin activities and transition from one activity to another. **Active and interactive instructors**, who continually engages with students. SAISD ACE instructors will ask questions that deepen student knowledge, notice and help when students have trouble, and manage student behaviors before any students become disruptive.

2.) The SAISD ACE program follows the Best Practices outlined in the Texas ACE Blueprint for Cycle 9. SAISD's goal of implementing the 21st Century Community Learning Center (CCLC) grant with fidelity to the Blueprint is based upon the American Institutes for Research Evaluation Report which found that, "students participating in the Texas 21st CCLC program... saw improvements in their Texas Assessment of Knowledge and Skills reading and math scores, fewer disciplinary incidents than non-participating students, fewer school absences, and an increased likelihood of being promoted to the next grade. (2013) The SAISD project design, in adherence to the Blueprint, includes provisions for school-community engagement, family engagement, data sharing, an independent evaluation, and program staffing.

3.) SAISD ACE staff will collect and report all appropriate student data utilizing the Public Education Information Management Systems (PEIMS). Additionally, SAISD will utilize the Early Warning System (EWS) Tool which enables schools and districts to identify students who may be at risk of dropping out of high school and to monitor these students' responses to interventions. The tool relies on student level data available at the school or district including indicators for attendance, course failures, GPA, credit attainment, and behavior to calculate potential risk for dropping out. The intended purpose is to support students who have an increased risk of academic failure in order to get them back on track for graduation. SAISD will use this in district tool to monitor all 21st century after school students.

PEIMS and EWS data is the most reliable and trusted measure throughout the year to determine student progress and needs. Additionally, the Site Coordinators will be responsible for surveying all classroom teachers who have an ACE participant to obtain their perceptions of student improvements in reading and other core subjects, homework completion, class participation and behavior. The independent evaluator will be consulted in the development of methods for capturing data required to assess performance measures.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The SAISD ACE program will build upon successful partnerships to deliver high-quality academic and enrichment programs to students. The program will work with local non-profit organizations and an Institute of Higher Education who have a successful track record of improving academic achievement in SAISD.

As stated in the **Management Plan – Sustainability and Commitment** SAISD sub-contracts with experts in youth programming such as the YMCA of Greater San Antonio, Boys and Girls Club of San Antonio, and Greater San Antonio All-Stars to deliver the Afterschool Challenge Program provided by the City of San Antonio. The agencies provide staff who provide homework assistance to students and they have seen great success in improving student academic achievement. The SAISD ACE plan will utilize the agencies to deliver program activities. The decision to continue the partnership has several benefits including student familiarity and rapport with the families. Each agency has agreed shown their level of commitment by providing a letter of support for the SAISD ACE program. SAISD staff and the non-profit providers met during the development of the 21st Century Community Learning Center, Cycle 9 application. During this meeting SAISD staff delved into what was needed to improve and enhance services to students. The providers explained how their staff is not given adequate time to plan and therefore, there is little to no alignment with the regular school day. The providers and SAISD staff agreed to continue with the Afterschool Challenge Program and enhance it with 21st Century Grant funds. If awarded, the Project Director, Site Coordinator, and Family Engagement Liaison will work closely with the non-profit providers during the implementation of this project.

Additionally, the University of Texas- San Antonio (UTSA) has offered informal learning clubs as part of its efforts to establish a Texas Title 1 Priority School Grant-funded LAB SCHOOL at two SAISD elementary schools. The clubs include La Clase Magica, a Robotics Club, and the Nepohualtitzin Club and they have shown great impact in generating student interest and improving student achievement.

SAISD is applying for priority points under this grant application through the joint application of this grant in partnership with UTSA to implement informal learning clubs at ACE locations. UTSA and SAISD have a formal agreement in place and implementation will begin upon award of the grant. (See Attachment B)

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Needs Assessment process identifies both needs and resources each campus has to address academic achievement. It is a systematic way of gathering information that describes, in detail, the needs and resources of the campus which includes the community. It defines a need as a lack of some resource, tool or program that puts students at an academic disadvantage. Conversely, resources are defined as support, service, or program that are available in the campus or community, such as a non-profit organization, technology on campus, and staff.

The SAISD Needs Assessment process outlined common needs and associated resources shared by the 8 campuses participating in the SAISD ACE program. Below is the list of needs and existing resources:

| Need | Resources |
|---|---|
| Need for increasing Math and Reading scores | Technology located on campus, Afterschool Challenge Program, SAISD teachers, Title 1 funding |
| Increase student attendance | Positive Behavioral Interventions and Supports (PBIS) incentives and rewards, SAISD Parent Family Liaison, SAISD teachers |
| Reduce discipline referrals | SAISD Parent Family Liaison, PBIS rewards and incentives |
| After-school child care | Afterschool Challenge Program providers (Boys and Girls Club San Antonio, YMCA of San Antonio, Greater San Antonio Youth All-Stars), SAISD Food and Child Nutrition, SAISD campuses |
| Alignment of out of school time with the regular school day | Professional Learning Community meetings, PEIMS data, SAISD Parent Family Liaison |

Funds provided through the grant will provide the resources needed to fill in identified gaps in resources. Specifically, it will provide the human capital needed for alignment between the regular school day and the afterschool program. The budget reflects the use of retired teachers to provide afterschool programming. The design of the SAISD ACE program intentionally included retired teachers in order to foster greater alignment with the school day. Additionally, resources needed to provide engaging activities which will entice students to participate is also reflected in the budget. Robotics, project-based learning, and informal learning clubs have all been met with enthusiasm at SAISD campuses. Students who are engaged and eager to participate will increase student attendance and the site will provide after-school care. Additionally, the SAISD ACE program will provide resources to parents on how to help their child with homework. A parent actively engaged in their child's learning will reduce discipline referrals because there will be open, positive communication between the parent and teachers. Finally, the overarching goal of the SAISD ACE program is improved academic achievement in reading and math. To this end, all activities in the program will be data driven and customized to the student's need. The SAISD ACE Team (Project Director, Site Coordinator, Family Engagement Specialist, and Independent Evaluator) will work cohesively and cooperatively with campus staff to provide intentional academic interventions for each student.

The SAISD ACE program is more than afterschool babysitting. SAISD wants successful students and successful adults; therefore, all ACE Program centers are designed to keep students busy and learning in a safe environment.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE Program will implement best practices outlined in the Texas Ace Blueprint for Cycle 9 which are proven to improve student outcomes by developing intentional activities which expand the regular school day. The SAISD ACE planned activities were developed with the purpose of addressing gaps identified in the needs assessment process. The Texas ACE Blueprint model will serve as the managing plan during grant implementation. Each center will develop activities or programs across the four core components outlined in the Four Component Activity Guide: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. All activities currently planned align with or are directly related to activities found in the Texas Ace-Four Component Activity Guide. The Project Director will work with the SAISD ACE staff, Out-of-School Time providers, and parents to develop new activities during the implementation of the grant. The Activity Alignment Form will guide any new activities suggested for implementation to ensure the proposed activities align with TEA strategic directions and objectives and the campus plan.

In addition, activities will be planned and readjusted by using PEIMS & Eduphoria data every 3 and 6 week reporting period. This information is the most reliable & trusted measure throughout the year to determine progress & needs. Any regular school staff & ACE program employee can suggest during meetings & evaluation a student's need, conduct behavior, and/or comments of parental involvement and needs. One-on-one contact of student and staff has proven to be beneficial in recognizing needs that scientific data cannot always identify. Priority of enrichment activities will be based on the community needs assessment, but student/family opinion and choices will be considered.

SAISD recognizes the importance of balancing the activities that meet the needs but also providing what students and family members want. After the award a focus group that will help us inventory what our participants want from our centers will be organized. Performance measures will follow those as designated in the PRIME Blueprint including the development and administration of surveys to collect information to make programs successful. In addition, we will gather the information needed for behavior intervention. The project director and site coordinators will conduct center & activity observations on a regular basis and provide feedback to staff. The success in our current foundational programs had been based on research completed by *Diedrich, McElvain, and Kaufman (2005)* who found that "... afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use & prevent violence and youth crime. In addition, the San Diego Office of Education (2004) found "... *extending the learning time help in closing the objectively measured academic performance among sub-groups*..."

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE program will accomplish its goals of improving student outcomes by actively soliciting the participation of citizens of the SAISD community. Currently, each SAISD Parent Family Liaison works with the SAISD Governmental & Community Relations Department to ensure all volunteers have gone through a background check and have a volunteer form completed. The form is used to gather information regarding the volunteer's availability and interests which is compiled in a database. Currently, volunteers are an invaluable asset for afterschool programming at several campuses.

The ACE Site Coordinator and Family Engagement Specialist will work with each campus's Parent Family Liaison to create meaningful and productive roles in which volunteers might serve and to assist in recruitment of volunteers from the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

SAISD has a history of program sustainability and success in engaging in collaborative partnerships to help support and sustain programs. The District will develop partnerships from day one in preparation of the reduction in funding upon completion of this grant. SAISD will base future funding consideration using local funds on the evaluation of the program and associated project activities. The three known strategies to be explored will be: 1.) utilize City of San Antonio Afterschool Challenge Programming to continue funding the most successful aspects of the program, 2.) develop a pool of qualified, interesting volunteers to provide enrichment and academic activities, 3.) retain a Site Coordinator position at each campus to continue the administration of the program.

The SAISD ACE Project Director will prepare during the 1st quarter of the project period, vet and refine during the 2nd and 3rd quarters, and implement at the end of the 4th quarter a sustainability plan that ensures the critical resources of the ACE upon completion of the grant.

SAISD is experienced in sustaining programs beyond the grant period of performance and the District's leadership is committed to funding projects that show positive results. Accordingly, the SAISD Board of Trustees provided a Letter of Sustainability which states the Board, "will review and consider the independent evaluation of program services and feedback received by campus principals in determining if the program should be considered for continued funding." The support of District leadership is crucial to continued funding as they are the supporters of District policy.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD creates opportunities for the continuous involvement of and feedback from community stakeholders. For example, through the SAISD Foundation, we are fortunate to have strong support and routine input from local private funders and major corporations (H-E-B, Valero Energy, Frost Bank, Lockheed Martin, Spurs Sports and Entertainment, Clear Channel Communications, Humana, Boeing and Waste Management). Each entity actively participates in SAISD Foundation initiatives and many have members on its Board of Directors or Advisory Board. As such, these supportive partners are knowledgeable of the District's assets, needs, and all have committed to supporting SAISD in becoming one of the nation's leading urban school districts. During Board meetings, the ACE Project Director will make these partners aware of the new program and its benefits for our students and will ask two things of them: 1) ideas for making ACE a premier program of its type in the state and 2) a commitment to place mentors and career and college day speakers on every ACE campus.

Once the ACE program is in place and operational, campus leadership teams will distribute ACE performance data and provide an opportunity for discussion of the program and its impact during monthly faculty and staff meetings. The assigned Site Coordinator will attend these meetings and incorporate suggestions as appropriate. Meetings between the Project Director and Site Coordinators will be used to monitor issues and successes in family engagement, provide a timely response when needed and continuously disseminate best practices and successes between and among campuses.

To ensure that the evaluation will involve external sources, the evaluation entity will provide updates each semester to the project management team and yearly updates to the school board, along with seeking information from parents. A summary evaluation report will be prepared at the end of the Fall, Spring, and Summer session for review by the program staff, and administrative staff so adjustments can be made in project management and processes. Evaluation staff will meet monthly with project staff to determine ongoing, or changes to, communication to key stakeholders. Stakeholders will be made aware of general evaluations with respect to HIPPA laws.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE project will be managed by the Educational Services Department, Afterschool Programs unit. The goal of the Department is to provide instructional enrichment during out of school time that is aligned with and supportive of in-school learning. All Afterschool Programs, including Science and Math Initiatives, Learning Through Sports and Afterschool Challenge, are designed to provide a safe and conducive place for students to socialize, study, interact and engage in recreational activities. ACE represents an important adjunct to these universal, all student programs by focusing the academic intervention on struggling students.

The Project Director will supervise all ACE staff, including the Site Coordinators, the Family Engagement Specialist and the Teachers, and will interact with and provide data and information to the independent Evaluator. The Project Director will visit every site at least twice per month and will conduct a weekly staff meeting with the Site Coordinators and the Family Engagement Specialist. The purposes of the staff meeting will be to: a) troubleshoot problem areas on specific campuses or program-wide; b) share what's working; c) analyze performance data and student and parent-level outcomes; and, d) review ACE requirements (both state and federal) and monitor program compliance. Problems or issues that cannot be resolved by the staff team will be brought to the Executive Director of Afterschool Programs for assistance.

Retired teachers will staff the SAISD ACE centers in order to foster greater alignment between the regular school day and afterschool programming. As such, they will be required to complete extensive annual professional development training and will have demonstrated proficiency in best practices in instruction, discipline (PBIS) and student support. This body of knowledge will be supplemented by pre-service training, required of all ACE staff and customized to the positions they hold.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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| County-district number or vendor ID: 015907 | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 1 | Center Name: Pershing Elementary | | |
| 9 digit campus ID# | 015907-158 | Distance to Fiscal Agent (Miles) | 3.7 |
| Grade Levels to be served (PK-12) | K-5 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 150 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 60 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 2 | Center Name: Page Middle School | | |
| 9 digit campus ID# | 015907-053 | Distance to Fiscal Agent (Miles) | 2 |
| Grade Levels to be served (PK-12) | 6-8 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 110 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 44 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 3 | Center Name: Lamar Academy | | |
| 9 digit campus ID# | 015907-146 | Distance to Fiscal Agent (Miles) | 5 |
| Grade Levels to be served (PK-12) | K-5 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 190 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 76 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 4 | Center Name: Sam Houston High School | | |
| 9 digit campus ID# | 015907-006 | Distance to Fiscal Agent (Miles) | 7.6 |
| Grade Levels to be served (PK-12) | 9-12 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 200 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 80 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 5 | Center Name: Bonham Academy | | |
| 9 digit campus ID# | 015907-107 | Distance to Fiscal Agent (Miles) | .3 |
| Grade Levels to be served (PK-12) | K-8 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | 168 | |
| Number of Adults (parent/ legal guardians only) to be served: | | 67 | |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 6 | Center Name: Rhodes Middle School | | |
| 9 digit campus ID# | 015907- 055 | Distance to Fiscal Agent (Miles) | 4 |
| Grade Levels to be served (PK-12) | 6-8 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | 55 | |
| Number of Adults (parent/ legal guardians only) to be served: | | 20 | |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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|--|---|---|-------------------------|
| County-district number or vendor ID: 015907 | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 7 | Center Name: Rodriguez Elementary | | |
| 9 digit campus ID# | 015907-140 | Distance to Fiscal Agent (Miles) | 4.2 |
| Grade Levels to be served (PK-12) | K-5 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 75 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 30 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| | | | |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 8 | Center Name: Hawthorne Academy | | |
| 9 digit campus ID# | 015907-179 | Distance to Fiscal Agent (Miles) | 2.6 |
| Grade Levels to be served (PK-12) | K-8 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 200 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 80 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| | | | |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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|--|-------------------------|---|-------------------------|
| County-district number or vendor ID: 015907 | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 9 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | |
| Number of Adults (parent/ legal guardians only) to be served: | | | |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| | | | |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 10 | Center Name: | | |
| 9 digit campus ID# | | Distance to Fiscal Agent (Miles) | |
| Grade Levels to be served (PK-12) | | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | |
| Number of Adults (parent/ legal guardians only) to be served: | | | |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| | | | |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE project is committed to serving students who are most in need of academic support. Accordingly it will coordinate activities with the Student Support Services Department, the department which manages the state compensatory education program for the District, to provide targeted recruitment and activities to "at-risk" students. The SAISD ACE staff will recruit students who are met one of the 13 criteria for identification as at-risk. The Project Director and Site Coordinator will work with the each campus' State Compensatory Education (SCE) Coordinator, traditionally a Principal or Vice-Principal, to supplement interventions for the student. Supplemental services may include, but are not limited to the following: tutorials, computer-assisted instruction, STAAR and EOC remediation, goal setting sessions, study skill sessions, information meeting for parents, and individualized instruction.

The SAISD ACE Team will work hand-in-hand with the Support Services to retain students and keep them engaged throughout the program. Retaining student can be particularly challenging with older students according to research from the Afterschool Alliance which states, "Typically, young children participate in afterschool programs for the enrichment opportunities as well as to satisfy their family's child care needs while parents are at work. However, as children enter adolescence, the immediate need for child care is diminished, and there can be the perception that afterschool programs are no longer needed or appropriate. Although older students still need mentoring, enrichment and guidance in a positive social environment, participation in afterschool programs declines when children transition from elementary school to middle school." Additionally, according to the Harvard Family Research Project, "At-risk students ...live in socially disorganized communities and they may have troubled family lives, use drugs, and have higher levels of school absences. These students may need these programs most, but are often disengaged with school." Specific strategies the SAISD ACE team will implement to retain students are as follows: 1.) work closely with teachers to identify and encourage students to participate, 2.) recruit pairs or groups to join together, 3.) utilize staff members who demonstrate an ability to relate well to these youth, and 4.) match program schedules to youth's needs.

Finally, the SAISD ACE Team will utilize data and solicit continuous feedback from teachers, students, and parents in addressing the needs of at-risk students. More importantly, it will tailor project activities to supplement SCE services and retain at-risk students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each site will be staffed by one full-time Site Coordinator, retired teachers (depending on the size of the program), who teach academic classes, and one or two part-time academic enrichment experts. SAISD ACE will maintain a 20:1 student to instructor ratio at all times. All 8 sites will share a full-time Family Engagement Specialist. All staff will be overseen by the Project Director.

At each center, school year programs will operate for a total of 33 weeks, beginning on September 6 and ending on May 5. Programs will begin immediately after school ends and run for 2.5 hours per day, Monday through Friday, for a total of 12.5 hours of programming per center per week. Sample program schedule below.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---|---|---|---|---|
| Session 1 | Academic activities (i.e. tutoring, etc.) | Academic activities (i.e. tutoring, etc.) | Academic activities (i.e. tutoring, etc.) | Academic activities (i.e. tutoring, etc.) | Academic activities (i.e. tutoring, etc.) |
| Session 2 | Enrichment Activities | Enrichment Activities | Enrichment Activities | Enrichment Activities | Enrichment Activities |
| Session 3 | Meal | Meal | Meal | Meal | Meal |

At each center, summer programs will operate for a total of 6 weeks, from June 5 to June 30, and from July 10 to July 21. Programs will be offered for four hours per day, from 8AM – 12PM, Monday through Friday, for a total of 20 hours per week. Sample program schedule below.

| Session 1 | Session 2 | Session 3 |
|---|-------------------------------|-------------------------------|
| Thematic unit on a topic of social science, applied science, or literature. | Enrichment/health and fitness | Enrichment/health and fitness |

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE Project Director, Site Coordinators and School Principals will complete the TEA-recommended Safety Assessment prior to service initiation. The conversations among those participating will help foster the development and consistent application of safety policies and procedures. Completion of the safety assessment will identify policy revisions needed to ensure the safety of students, their families, and Center staff during the delivery of ACE programming. It is anticipated that, as an LEA, SAISD will have many of these standards in place in participating elementary schools; however, new or modified processes will be adopted as needed. The results of the safety assessment and the District's responses to it will be communicated to school staff (via updated operating policies and procedures) and parents (Parent Handbook) as one means of demonstrating the priority SAISD places on the safety of its students and their families. After the self-assessment is completed, the ACE Project Director will construct a written Safety Plan that covers: emergency closings for events such as inclement weather; responsibility for contacting the fire department in case of fire or danger of fire; a schedule for periodic evacuation drills with students related to a variety of adverse events and procedures for documenting drills; procedures for injury or illness, including illnesses that could prohibit a child from participating in ACE and documentation required to allow a student to return after such an illness; the administration and use of prescription and non-prescription medication, including medical confirmation of need and parental consent, labeling and storage and staff training required for medication administration; hand-washing requirements for staff and students; a modified version of Standard Precautions to be used in the handling of potential exposure to blood, blood-containing body fluids and disuse discharges, and how to handle potentially infectious fluids; a pre-service training plan that gives new employees and volunteers the skills required to safely care for students; a discipline policy that protects the well-being of ACE students; the protection of ACE students from potentially dangerous visitors to the program; and ACE student sign in and sign out procedures. Student-centric procedures, e.g., sign in and sign out, will be included in the ACE Parent Handbook and discussed with families during orientation or registration.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE program has been intentionally designed to address input received from campus needs assessments and other critical data sets, including: 1) campus level data (STAAR scores, discipline and attendance reports); 2) student reading assessments; and, 3) student input received from pre-grant surveys. All sources identified similar issues and pointed to the need for academic supplementation in reading and math as a means of raising student performance to mastery level. With these insights, SAISD staff and our community partners began creating the daily activity schedule. Each of the proposed activities was verified as efficacious in best practices research (e.g., What Works Clearinghouse, MyTexasAce.org) and each was found to have the capacity for the desired impact, i.e., raise all students reading scores to grade level. Finally, program logistics were reviewed with campus leadership to ensure on-campus resources (libraries, computer labs, outdoor facilities, parent rooms) were available and could be utilized as needed for timely delivery of ACE program services for both students and parents.

SAISD evaluated each activity to ensure its alignment with TEA's Four-Component Activity Guide, the requirements of the U.S. Department of Education (i.e., the principles of effectiveness), the grant requirements (i.e., aligned with TEKS, must expand and enhance learning), and with TEA's objectives for ACE. SAISD is satisfied that the proposed ACE project meets all requirements and will address the specific needs of students and families from the 7 targeted campuses. Once funded, SAISD ACE staff will use the Texas ACE Activity and Lesson Plan Worksheets to specifically integrate:

- Texas ACE goals and objectives along with the Four-Component Activity Guide types;
- National and state standards (TEKS, Technology Applications TEKS, English Language Proficiency, CCRS, and Partnership for 21st Century Skills);
- Engaged learning strategies (Modified 5E lesson cycle, Global Learning, Project Based Learning, Field Trips, Service Learning, Technology, Cooperative Learning);
- School day and family connections; and
- Activity reflections from ACE staff, students and parents

The primary academic enrichment activities have the capacity to meet or effectively incorporate each of the above while also strengthening: Key Cognitive Strategies, patterns of thinking and specific ways of approaching and attacking challenging learning situations; Key Content Knowledge, strengthening literacy through proficiency in all core subjects, mastering and processing information and probing, consolidating and applying it; Academic Behaviors, self-management, self-awareness, self-monitoring and self-control.

Finally, in planning the proposed ACE activities, campus leadership was consulted to ensure coordination and cohesion between the various resource opportunities before, during and after school and over the Summer Break. Campus and District planning staff worked together on developing and scheduling ACE activities, avoiding competition or duplication of effort and ensuring that enrichment support was equitably distributed to students most-in-need. The resulting schedule offers a variety of activities each day and week that aggregately provide the assistance struggling students need to return to grade level and achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision for the SAISD ACE is for the complete alignment between the regular school day and out-of-school time academic and enrichment activities. According to the Afterschool Alliance, the only organization dedicated to raising awareness of the importance of afterschool programs, "Afterschool programs that are aligned with the school day curriculum can support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom in new and exciting ways." Upon award of the grant, the SAISD Ace Team will work with campus staff to align campus resources and instruction with afterschool activities.

Additionally, a key component to this alignment will be the intentional use of data to drive academic interventions. Data sharing and review by the Project Director and Site Coordinator will be used to guide the afterschool staff. Linking data with afterschool activities can take the form of homework help, tutoring or reinforcing school day lessons. Every student in the SAISD ACE program will receive academic support which is tailored to their needs according to data. Furthermore, the ACE Site Coordinator will solicit teacher recommendations for students who are having trouble achieving and sustaining academic gains in reading and math. Provisions will be made for students to have additional time for students to complete homework and participate in additional math and reaching enrichment. During homework time, students will be grouped with grade level peers so that they can focus on grade level assignments and use peer collaboration to deepen their understanding of the curriculum. Using data from school day results, students will be later grouped together by reading and math proficiency during enrichment activities. Frequent and ongoing daily communication between classroom teachers and afterschool staff will contribute greatly to student success.

Finally, SAISD recognized that it is essential that parents and families are engaged in student learning. Creating a complementary learning environment that utilizes parents as a resource in connecting school and afterschool education ensures that learning continues even when children are not in the classroom. To this end, the SAISD ACE program will provide parents with the resources and knowledge needed to provide assistance to their child. It will accomplish this goal by providing homework help classes, adult GED/ESL classes, and Family Literacy/ Talent Showcases scheduled monthly at each ACE site.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD families are faced with a myriad of problems and issues -- low socio-economic status, low levels of parent education, high rates of unemployment -- that can easily become barriers to their children's school attendance, behavior and academic performance. Therefore, the SAISD ACE project will employ a full-time Family Engagement Specialist to alleviate these obstacles, connect parents to community resources and help families become partners in their children's education. The Family Engagement Specialist will work be responsible for the following: work with family engagement staff at sites to meet their family engagement school wide plan, meets with parents to provide information on grant project achievements and student success, work with the Parent Family Liaison on family literacy engagement activities, coordinate with the School Compensatory Education Coordinator to ensure parents of homeless students are informed of family engagement activities during the school year, develop family engagement activities during the summer programming, recruit volunteers, persistently and effectively communicate positive correlation between family engagement and student achievement, and work with community organizations and businesses to build partnerships for schools that will benefit the 21st Century program.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will have primary responsibility for developing campus-specific family recruitment and engagement activities. These will be customized to make best use of existing school-family contact and may include notes home in backpacks, presentations during PTA meetings and campus staff meetings, and posting information in on-site Parent Rooms. The ACE Project Director will provide assistance in ascertaining existing parent engagement resources in each school and will help the FES strategize effective methods of accessing and coordinating these additional resources.

The Site Coordinators will be the face of the ACE project for parents as they pick their children up at the end of the day. The Site Coordinators will get to know all parents and will work to informally identify family needs that could become barriers to engagement or continued participation and could be addressed by FES-directed resources. The Site Coordinators will be responsible for reporting all such issues to the FES as soon as they are recognized.

When applicable, the FES should provide support to Site Coordinators to ensure that all family attendees are accounted for when participating in activities. This will be especially important if the FES was coordinating an event that Center staff could not attend. In that case, the FES is responsible for ensuring that sign-in sheets are accurately maintained - include the name of the parent, student, and Center - and delivered to the appropriate Site Coordinators for entry into the TX21st system.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement activities and strategies strive to engage parents and families more than once-a-year, research shows that when families are engaged, student outcomes like attendance, behavior and achievement improve. Due to the high amount of working families in SAISD, program expectations for family engagement will focus more on quality interactions rather than quantity and on finding ways to involve families that fit their schedules. Family engagement activities are intended to give parents a "voice and choice" in afterschool activities and in their child's education. Accordingly, the Family Engagement Specialist and Site Coordinator will conduct a parent survey each semester so parents have a voice in what is offered, what can be improved, and to give them a chance to be heard.

Family engagement activities will be designed to supplement activities already taking place as part of the SAISD ACE. The intent is to integrate parents into activities, not create separate activities, stand-alone activities for parents. Specific planned activities include hosting a Family Literacy Night (FLN) at each respective project site at least once per month. The FLN will include a rotating schedule of activities to keep students and parents engaged. For example, student and parents will participate in a Library Treasure Hunt which will focus on teaching parents and students how to use the library. Another night will focus on using technology to track student data and foster communication with the District. Parents will also be encouraged to volunteer at the centers to serve as coaches/volunteers for their student's involvement in informal learning clubs and afterschool activities.

Additionally, SAISD operates a successful Adult & Community Education program. The program embraces success for adult learners, helping them on a path toward continued improvement and growth. The program's mission is to ensure that all adults who live in Texas have the skills necessary to function effectively in their personal and family lives, in the workplace and in the community. The SAISD ACE program offers an excellent opportunity to align Adult Education and afterschool enrichment for students. Ideally, parents who initially hesitated to partake in classes due to lack of child care will be able to enroll in classes. Accordingly, all SAISD ACE sites will offer Adult Education classes to help parents and families find meaningful engagement in their student's academic career. The following classes are offered to the community free of charge: Adult Basic Education (math, reading and writing), English as a Second Language (ESL), English Literacy Civics (EL Civics), ASE/GED® preparation, and distance learning.

The SAISD ACE design will provide a supporting, engaging family environment which actively recruits families to partake in their child's learning. The program will align student activities with parent activities with the intent to have family support which cuts across and reinforces learning in the multiple settings where children learn—at home, in school, afterschool, and during summer programming.

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Schedule #18—Equitable Access and Participation

| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): | | |
|---|---|---|-------------------------------------|-------------------------------------|
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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Schedule #19—Private Nonprofit School Participation

| | | | |
|---|---|---|--|
| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): | |
| Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page. | | | |
| Total Nonprofit Schools within Boundary | | | |
| Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 24 | | | |
| Initial Phase Contact Methods | | | |
| Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method. | | | |
| <input type="checkbox"/> Certified letter | <input type="checkbox"/> Documented phone calls | <input type="checkbox"/> Meetings | |
| <input type="checkbox"/> Fax | <input checked="" type="checkbox"/> Email | <input type="checkbox"/> Other method (specify): | |
| Total Eligible Nonprofit Students within Boundary | | | |
| Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 5,293 | | | |
| Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/> | | | |
| Total Nonprofit Participants | | | |
| Total nonprofit schools participating: 2 | Total nonprofit students participating: 0 | Total nonprofit teachers participating: 8 | |
| No nonprofit schools participating: <input type="checkbox"/> | No nonprofit students participating: <input type="checkbox"/> | No nonprofit teachers participating: <input type="checkbox"/> | |
| Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating. | | | |
| Participant Consultation: Development and Design Phase Consultation Methods | | | |
| Check the appropriate boxes to indicate development and design phase contact methods. | | | |
| <input type="checkbox"/> Certified letter | <input type="checkbox"/> Documented phone calls | <input type="checkbox"/> Meetings | |
| <input type="checkbox"/> Fax | <input checked="" type="checkbox"/> Email | <input type="checkbox"/> Other (specify): | |
| Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c) | | | |
| <input checked="" type="checkbox"/> How children's needs will be identified | | | |
| <input checked="" type="checkbox"/> What services will be offered | | | |
| <input checked="" type="checkbox"/> How, where, and by whom the services will be provided | | | |
| <input checked="" type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services | | | |
| <input checked="" type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services | | | |
| <input checked="" type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools | | | |
| <input checked="" type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers | | | |
| <input checked="" type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor | | | |
| <input type="checkbox"/> Other (specify): | | | |

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☒ Other (specify): Professional Development provided to teachers through attendance at a conference.**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☒ Other (specify): Teachers will attend conferences when available.**Part 4: Selection Criteria/Activity Timeline**

| # | Private Nonprofit School Name/ Number of Students and Teachers | | Selection Criteria | Major Activities | Activity Begin/ End Date |
|---|---|------------------|--------------------------------|--|-----------------------------|
| 1 | School name: St. Leo the Great Catholic School | | Services to be offered | Attendance at a TEA-approved Professional Development Conference | Spring 2017 |
| | # of students: 0 | # of teachers: 3 | | | Spring 2017 |
| 2 | School name: Holy Name School | | Services to be offered | Attendance at a TEA-approved Professional Development Conference | Spring 2017 |
| | # of students: 0 | # of teachers: 8 | | | Spring 2017 |
| 3 | School name: | | Activity #3 selection criteria | Activity #3 major activities | Activity #3 begin date |
| | # of students: | # of teachers: | | | Activity #3 end date |
| 4 | School name: | | Activity #4 selection criteria | Activity #4 major activities | Activity #4 begin date |
| | # of students: | # of teachers: | | | Activity #4 end date |
| 5 | School name: | | Activity #5 selection criteria | Activity #5 major activities | Activity #5 begin date |
| | # of students: | # of teachers: | | | Activity #5 end date |

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☒ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits | | Reason for the Difference in Benefits | |
|---------------------------------------|---|---------------------------------------|--|
| 1 | Private Nonprofit schools are only participating in afterschool professional development. | 1 | After contacting and discussing the project with eligible private nonprofit schools, the principals elected to send teachers to the training only. Primary reason being that the schools already offered afterschool programming at their schools. |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |

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